Non-Government Reform Support Fund Annual Report

2021

South Australian Commission for Catholic Schools

Executive Summary

The SA Commission for Catholic Schools Inc (SACCS) is the Approved Authority for 102 of 103 Catholic schools across two dioceses to deliver a high-quality education to approximately 20% of all school students in South Australia.

Catholic Education SA (CESA) is the executive and policy implementation arm of the SA Commission for Catholic Schools (SACCS) and its Standing Committees.

The Catholic Education Office (CEO) has been delegated with authority from SACCS to develop, implement and report on the Non-government Reform Support Fund.

Due to the impact of COVID-19 on school communities and the travel restrictions imposed by local and interstate authorities, some 2021 scheduled activities were unable to proceed, whilst others were deferred until 2022. The funds that supported these activities have been committed to be spent in 2022.

CESA Objectives and the Strategic Plan

The CESA objectives as outlined in the CESA Reform Support Fund Strategic Plan are summarised as follows:

- Improve student learning, achievement and wellbeing
- Strengthen the provision of Catholic Education B-12
- Optimise the use of resources
- Grow the reputation of Catholic Education SA
- Develop a collaborative culture across schools and the system.

Key Directions

The objectives span the three reform directions included in the CESA Reform Support Workplans (and outlined below) and are also reflected in the CESA projects and initiatives undertaken over the life of the Fund.

- Supporting students, student learning and student achievement
- Supporting teaching, school leadership and school improvement
- Enhancing evidence for improvement

Major achievements for 2021 and progress against the CESA Strategic Plan and Key Directions:

o Continuing to build system, leader and teacher capacity in STEM. Exciting STEM initiatives included the Lumination STEM Extended Reality Middle School Focus project where groups of students solve real world problems using extended reality technologies. 12 schools, 20 teachers and approximately 1000 students participated.

o In 2021, all CESA Diocesan schools participated in a mandatory Year 1 Phonics Screening Check (PSC) to improve literacy and numeracy outcomes for all young people, so they experience success across the curriculum.

o The Living Learning Leading (LLL) Framework, and two sets of standards – the Leadership Standard and Living Learning Leading Standard, and the Evidence Guides were implemented in all Diocesan schools in 2021 with workshops held in regional locations.

o In 2021 all eligible CESA schools transitioned to online testing for NAPLAN. Schools new to online testing were provided training and support to understand technical requirements, procedures, and protocols to perform online tests. School planning was monitored through the submission of a technical audit and schedule for each school. Post testing, 194 teachers from 91 schools enrolled in CESA workshops to understand, analyse, and interpret their Student and School Summary Report (SSSR) which outlines the performance of their school and students.

o A review of the CESA Aboriginal and Torres Strait Islander (ATSI) Education Strategy commenced with ATSI consultants engaged from the University of Adelaide and Flinders University.

o CESA Education Advisors formed a reference group with students, teachers, and critical friends to design a model of Social Entrepreneurial Education.

o Endeavours undertaken in School Leadership have had positive impact in increasing workforce capacity, particularly in raising the quality of Highly Accomplished and Lead teachers, and in increasing the pool of potential and aspiring school leaders.

o Financial Management for Principals: This project has continued to have major positive impact in raising awareness of key considerations and priorities in the area of financial management, educating and building financial capabilities, and providing leadership support for first time principals. In addition, established principals who have moved schools also benefited from support and capacity building opportunities through involvement with this project.

o The Living Learning Leading Survey (LLL), a system-wide data tool, continued to be developed in collaboration with Curtin University and NSI Partnerships and included teachers, students, and parents. The LLL survey was undertaken by 87 Diocesan schools in 2021, with responses received from 2763 parents, 19,551 students from Years 2 to 12, and 1927 teachers. Data was analysed by NSI Partnerships with reports provided to individual schools and the Catholic Education Office to inform and support school improvement activities. Consideration was given to ongoing refinements to the tool's efficacy and alignment to school and system improvement priorities.

Collaboration with State Government

The heads of the three sectors – Government, Catholic and Independent – have strong collaborative relationships and work together on issues of common interest for South Australia. Current collaborations include:

a. shared oversight of the transition to NAPLAN Online

b. developing a narrative for all sectors and the South Australian Certificate of Education (SACE) Board about the critical role of the development of general capabilities

c. Initial Teacher Education, working with providers on programs across six focus areas:

  1. Program entry
  2. Literacy and numeracy
  3. Program content
  4. Program structure
  5. Professional experience
  6. Mentoring and supervision

d.   Earning and Learning Pathways – considering a collaborative, cross-sector approach to further developing an understanding of the pathways through secondary school to further education, training and employment

e.   Cross-sector groups on COVID, curriculum, child protection, and emergency planning

f.   National certification of Highly Accomplished and Lead teachers – to develop capacity to establish environments that improve students' educational achievement and growth.

The three sectors maintain collaborative working arrangements through regular meetings of Education Sector Heads and meetings of cross-sector representatives on specific issues as required.

For example, CEO representatives have liaised with the State Government on a range of issues through the following cross sector committees, including:

- Disability Cross sector program committee
- Australian Curriculum cross sector committee
- Ministerial Advisory Committee for Students with Disabilities
- Coalition to prevent bullying and violence in schools
- Education Sector Heads meetings (met regularly to coordinate COVID responses)
- Education Senior Officers committee
- Australian Curriculum General Capabilities Committee
- SACE Board
- SACE Board - Accreditation Recognition and Curriculum Committee

Whilst the specific context for each school education sector varies, the reform activities being undertaken by all sectors are contributing to the national reform agenda. Reform activity across all sectors includes:

a.   School Improvement Strategy to build a world-class education system that improves outcomes for all students

b.   Aboriginal Education Strategy to improve outcomes and contribute to closing the gap, including through consultation with communities and supporting Aboriginal governance

c.   STEM Strategy to enable students to develop knowledge, skills and understanding in science, technology, engineering and mathematics

d.   Literacy and Numeracy programs to improve the core foundation skills in literacy and numeracy

e.   Early Career Teacher programs to support teacher development in the early years of their career

f.   Supporting teacher development by providing appropriate professional learning for teachers and leaders

g.   Entrepreneurial Education to provide students the opportunity to acquire the skills needed to become successful and ethical entrepreneurs.

Summary of 2021 achievements

Key Direction 1: Supporting students, student learning and student achievement

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
IMPROVED STUDENT LEARNING AND WELLBEING Relevant national policy reform direction: Reform 1: Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth. State reform initiative: School improvement strategy; Aboriginal Education Strategy; STEM Strategy; Entrepreneurial Education; Literacy and Numeracy Programs (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality Schools Reform)	IDEAS (Innovative Designs for Enhancing Achievements in Schools) This whole school, two-year revitalisation project developed by the Leadership Research International (LRI) located at the University of Southern Queensland. Based on extensive research in school improvement over the last 19 years, IDEAS aim is to enhance school success through enabling school communities to work together to clarify direction, develop a shared pedagogy and attain school alignment. IDEAS has been implemented in schools throughout Australia and internationally. The key features that distinguish IDEAS from most other school improvement approaches are: • the Research-Based Framework for Enhancing School Outcomes • the IDEAS process • parallel leadership	• Three new schools will commence the IDEAS program in 2021 continuing on until the end of 2022 to develop a school-wide pedagogy in partnership with University of Southern Qld. The School-wide Pedagogy will be documented and shared with staff students and school community. **Achieved** • Two schools currently undertaking the program will complete in early 2021. This program was partially deferred in 2020 due to COVID. **Achieved**	**By 2022 Note: these indicators of success apply to Key Direction 1** • 2% increase in students meeting the expected standard in NAPLAN • 99% students completing Year 12 or equivalent • 3% increase in students with a positive opinion about their school's safe and orderly learning environment 2% increased equity in outcomes for targeted groups	

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	• three-dimensional pedagogy		**On target to achieve all indicators of success by the end of 2022.**	
	NCCD- quality assurance, moderation and support for the continued improvement of data on students with a disability will have a strong focus in 2021. Schools will be supported to enter SWD data into the SEQTA Learner Management System. This will provide enhanced data entry and collection summary reports. This initiative was identified as a priority action in the *CESA Students with a Disability Review Report 2020.* Schools will be trained and supported to use SEQTA to: 1. Document the four levels of evidence required for NCCD. 2. Use SEQTA data for quality assurance purposes.	• Enhanced SWD data and moderation processes at school and system level. **Achieved** • Modules delivered to 10 primary schools and 10 secondary schools. **Achieved**		

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	3. Use SEQTA data for moderation at school, cluster and cross-sector levels.			
	State-based Bullying Strategy (cross sector) The following resources developed through the State-based Bullying Strategy will be implemented in schools via CESA's regional cluster model as follows: • Bullying and Harassment; Cyberbullying; Image-based abuse; Sex and sexting modules and Teacher Learning Packages all of which are aligned to the Australian Curriculum. • Online professional learning package about bullying prevention for Students with Disabilities will be delivered to specialist teachers in the five Special Education Units across the system. Learning for Wellbeing Initiative - The co-designed Learning for Wellbeing Foundation Paper "LearnWell" was developed in 2020. In 2021 this Paper will become a core part of the work of	• Professional learning package delivered to teachers in five Special Education Units across the sector. **Partially achieved – in progress** • Six LearnWell Workshops conducted to familiarize schools with the LearnWell Paper across six CESA regions. **Partially achieved – in progress** • A LearnWell Toolkit developed and used to inform learning design, assessment, moderation and reporting across the system. **Partially achieved – in progress** • A LearnWell Ambassador Community program established that supports school-based practices to enable wellbeing and effective learning. **Partially achieved – in progress**		Scope of LearnWell work defined and contract with facilitator signed in 2021. LearnWell workshops were scheduled to be held in Term 4 but due to Covid stress on schools, were postponed to 2022. LearnWell Foundation Paper ratified by SACCS and Published Term 4.

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	schools in inspiring and equipping the agency of young people to thrive on their learning journey. The conceptual underpinnings will foster key knowledge, skills, and dispositions with a specific focus on learning for and through wellbeing. The LearnWell Tool Kit will be a structured collection of tools that enhance learning and wellbeing by supporting educators and learners to build on current practice. Behaviour Coaches - In response to the CESA Students with a Disability Review 2020, Engagement and Wellbeing Advisers will identify regional school-based behaviour coaches across regions to engage in the online training module: Understanding and Supporting Behaviour. Schools will be supported by network meetings, consultants from the Australian Childhood Foundation, Autism SA, Berry Street and the CESA Positive Behaviour Support specialists.	• System Assessment, Moderation and Reporting Policies and Guidelines developed. **Achieved and ongoing** • System-wide Multi-D processes and practices developed for students with complex needs. **Achieved and ongoing** • Greater system capacity to support students with complex needs. **Achieved and ongoing** • Improved teacher understanding of the connection between disability, behaviour and learning. **Achieved and ongoing**		

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	The implementation of the CESA STEM Learning Initiative has been designed to extend over the life of the Reform Support Fund program as outlined in the CESA Reform Support Strategic Plan. The projects for 2021 are aligned with the key actions of the CESA STEM Learning Initiative. Key Action 1: Build System Capacity Key Action 2: Build Leader and Teacher Capacity Key Action 3: Build Dynamic and Sustainable Partnerships Lumination STEM Extended Reality – Middle School Focus - Groups of students solve real world problems using extended reality technologies. Students build their technology and critical thinking skills to problem solve, ideate, create, communicate and collaborate on their solutions.	- 20 schools, 40 teachers, 1000 – 1500 students participated. **Partially achieved**		Participation numbers for the Lumination STEM Extended Reality were 12 schools, 20 teachers and approximately 1000 students. Given the Covid density restrictions placed on schools, we were pleased with these numbers.

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	NoTosh – Primary and Middle School Focus • SySTEM Playbook Project - collaborative approaches with schools wanting to embed STEM practice that is as ubiquitous as technology. Led through a design process by NoTosh, the project will bring together CEO Consultants and experienced STEM educators, to co-design a CESA sySTEM Playbook – Curriculum resources for publication on CESA's Online Learning Website.	• 20 schools, 40 teachers participated. **Partially achieved**		Participation numbers for the NoTosh project were 13 schools and 27 teachers. Given the Covid density restrictions placed on schools, we were pleased with these numbers.
	Development of new partnership with University of Canberra – Primary and Early Years Focus • Early Leaning STEM Australia (ELSA) – a digital learning program for Reception students to explore STEM practices which encourages students in asking questions, making	• 10 schools, 30 teachers, 1000 students participated. **Partially achieved – in progress**		Note: due to contractual delivery issues with University of Canberra, permission was sought from Janette Metters at DESE to undertake a similar activity with the University of Melbourne

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	predictions, experiment and reflecting on learning. • Online professional learning in the program ensures teachers implement the ELSA Program conceptually and with the appropriate pedagogy.			A contract was established to undertake University of Melbourne's STEM Early Years Learning Ecology (EYLE) unit including a two-day workshop. Due to border closures between SA and Victoria due to COVID-19, the program was delayed until 2022.
	The R-12 Literacy and Numeracy Initiative Papers provide the foundation for the development of effective improvement and evidence-based literacy and numeracy strategies by understanding each unique school context, the diversity of students and curriculum priorities. The Strategy, through the Literacy and Numeracy Initiative papers and the resources will guide school leaders and teachers R-12 to develop and implement a whole school approach to curriculum planning, learning and teaching with a strong focus on the explicit teaching of	• Policy and Guidelines to support the Strategy developed. **Achieved** • Communication plan developed. **Achieved** • Workshops within and across the six CESA regions conducted to promote a shared understanding of the Strategy policy and guidelines. **Not achieved – in progress** • An external "critical friend" engaged to support the system and the School Quality and		In 2021 an external consultant from the University of Adelaide, Anne Bayeto, was engaged to assist CESA to further develop a Literacy and Numeracy Strategy. Due to ongoing COVID-19 density restrictions and pressures on schools, implementation

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	literacy and numeracy across all learning areas.	Performance Teams in the use of data to analyse and evaluate existing strategies to improve literacy and numeracy outcomes for all learners. **Achieved**		workshops have been delayed to 2022.
	Transition of NAPLAN to online delivery - CESA is committed to the Education Council's agreement that all schools will transition from the current paper-based tests to the computer-based assessments, with the aim for all schools to undertake NAPLAN online by 2022. In 2021 the CESA Learning and Wellbeing Team will support school leaders to transition to online delivery of NAPLAN through professional learning focused on: • Procedures and activities to conduct tests in the NAPLAN online assessment platform. • Accessibility adjustments available for students. • Guidelines for in-school training of teachers to be Test Administrators.	• Up to 75 system schools, 150 school leaders participated in Student and School Summary Report (SSSR analysis training of student results. **Achieved** • Increased school capacity to complete technical preparation activities for NAPLAN Online. **Achieved** • Increased school capacity to conduct tests through the NAPLAN Online platform. **Achieved** • Increased school capacity to identify student/cohort strengths and areas for		

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	Post-test, NAPLAN Online provides schools with a Student and School Summary Report (SSSR) report, enabling school leaders and teachers to identify areas of strength and development for students and cohorts, linked to the Australian Curriculum Professional Learning will be provided to all NAPLAN Online schools to understand various components of the SSSR for analysis of school and student results.	improvement, linked to the Australian Curriculum. **Achieved**		

Key Direction 2: Supporting teaching, school leadership and school improvement

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
SUPPORTING TEACHING AND SCHOOL LEADERSHIP Relevant National Policy reform direction: Improving governance and financial management practices in non-government schools; State: School improvement strategy; Supporting teacher and leader development (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality Schools Reform)	**Classroom Climate and Co-construction of Curriculum** The CESA/NSI Partnership – Developing Collaborative Cultures and Collective Efficacy through the use of the Classroom Climate Questionnaire (CCQ) will continue in 2021. The CCQ examines students' perceptions of their learning environment. It is administered twice a year (once as a pre-test and once as a post-test) to one class of students per teacher. Each teacher receives a feedback report that then allows them to reflect, plan an intervention, implement, and then assess impact. Teachers will use the Living Learning Leading Standard and Evidence Guide to focus on co-construction of curriculum and learning and assessment design, and student voice and agency.	• Up to 20 schools and 150 classroom teachers will have participated in the CCQ and received student feedback to improve classroom practice and performance. **Achieved**	Note: these indicators of success apply to Key Direction 2 By 2022 • 5% increased staff capacity to use data and feedback effectively • 10% increase in staff reporting high levels of collaborative practice • 10 % increase in number of Principals with greater capacity for financial management • 10% increase in number of schools with documented school-wide pedagogy built on evidence-based pedagogical practices	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			On target to achieve all indicators of success by the end of 2022.	
	School Improvement - Schools will be supported to implement the Living Learning Leading Evidence Guide and the Leadership Evidence Guide that were developed in 2020. The Evidence Guides were developed to support principals in making judgements of their performance against the Living Learning Leading Standard and the Leadership Standard.	• All schools will have reported performance against the Living Learning Leading Standard using the system portal – the Balanced Score Card. **Achieved**		
	Aboriginal Education Strategy - The CESA partnership with Carclew Arts Program to bring Aboriginal cultural artists into regional Catholic schools will continue in 2021. The program identifies appropriate local community Aboriginal artists to work in schools to bring Aboriginal stories, art and cultural understanding to a school-based program. Carclew Arts Program works with local Aboriginal elders to	• A Review Report including Implementation Plan and Recommendations completed. **Partially achieved – in progress**		Two contracts with Adelaide and Flinders Universities were established with ATSI stakeholders engaged. Contract deliverables were agreed upon and work on the strategy will continue with stakeholders further into 2022

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	identify artists and stories that are appropriate and have permission to be included in the program. CESA will commission an external review of its Aboriginal Education Strategy to identify and recommend improvements to its policies, programs and processes at the school and system levels that strengthen the inclusion, learning and wellbeing of ATSI students. The Review will also include an Implementation Plan and recommendations for the immediate and ongoing improvement of aboriginal education in all schools.			
	School Leadership - Professional development programs and learning opportunities for groups and individuals will be provided at key workforce career stages (early career, proficient teacher, HALT, aspiring leader, principal preparation, early career principal, established principal, executive school leader, system leader) in	• Established clear professional learning continuum that impacts key stages along teacher/leader career progression/ pathways. **Achieved** • Increased number of principal ready, deputy principal ready and		Re: Key system targets addressed across leadership development programs and initiatives. Some leadership development programs and initiatives were delayed/deferred due to the

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	metropolitan and regional/rural schools. Programs will include: - Pathways to School Leadership - Aspiring Leaders Program - Leading with Integrity for Excellence - Onboarding & Induction for new leaders - Principal Preparation Program - A focus on system leadership imperatives including: leading teaching and learning, instructional leadership, identity, community, resource management, effective use of data - Support for individual tailored learning including post graduate study, conference attendance, tailored workshops, cognitive coaching, self-directed learning - up to 30 individuals - Individualised leadership coaching to build self-awareness, leadership capabilities, team	assistant principal ready individuals **Achieved** • Increased capacity in the use of the Principal Standard. **Achieved** • All new school leaders effectively onboarded and inducted in school and system leadership requirements and expectations. **Achieved** • All new Principals supported and engaged via New Principals' Network. **Achieved** • Leader workforce capability increased across schools and system. **Achieved** • Improvement evident in strategic, operational, relational and systemic		impact of Covid and will continue in 2022. Profile of women leaders has occurred in an ad hoc, incidental way in 2021 rather than an overt strategy.

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	formation, strategic planning capacity - Leadership shadowing - New Principals' Network established to provide 'in time' leadership formation, professional support and to address current system priorities. - Women in Leadership - Female teacher leaders, future leaders and current leaders in metropolitan and regional/rural schools will be supported to build capabilities and professional practices in high quality leadership.	leadership. **Achieved** • Key system targets addressed across leadership development programs and initiatives. **Partially Achieved** • Increase in number of female principals, deputy principals and assistant principal. **Achieved** • Women leaders' support networks and mentoring partnerships strengthened and expanded. **Achieved** • Profile of women leaders raised across system including profile of women leaders in regional and rural contexts. **Partially Achieved**		

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	Financial Management for Principals - An identified group of newly appointed principals will work with a Consultant to build their financial knowledge, capacity and confidence to strengthen financial viability, improve strategic decision making and build resilience to mitigate unforeseen circumstances. The areas of work addressed include system imperatives/priorities; annual budgets; staffing; enrolment data; financial statements and projections, including cash flow; and annual /5 year/ Master Plans. Induction session(s) provide overview of key financial management requirements for effective school leadership, and lead into provision of 1:1 consultancy/coaching tailored to each new leader's school context.	• 15-20 principals completed the Financial Management program and received 1:1 coaching and support to build their capacity in the financial management of the school. **Achieved**		
	The CESA R-12 **Entrepreneurial Education strategy** will be co-constructed with membership from system, school, industry, entrepreneur and tertiary representatives.	The Entrepreneurial Education Strategy and associated resources published. **Achieved**		CESA's model and strategy of embedding social entrepreneurial learning has been designed with according video resources

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	Associated professional learning resources will be developed.	• A strategy for embedding Entrepreneurial Education into the roles of all education advisers across each phase of schooling achieved. **Partially achieved**		that will be further developed in 2022.

Key Direction 3: Enhancing evidence for improvement

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
EFFECTIVE USE OF DATA Relevant national policy reform direction: National Reform 8: Improving national data quality, consistency and collection to improve the national evidence base and inform policy development.	**School Climate Surveys - Using Data for Classroom and School Improvement** The NSI /Curtin University partnership with CESA will continue in 2021. This project offers a practical, evidence-based program for school improvement where schools collect quantitative data from staff, parents/caregivers and students. Schools undertake 3 research and evidence-based surveys: • What's Happening in this School Survey (WHITS) – for students • School Organisational Climate Survey (SOCS) – for staff • Parent and Caregiver Survey (PaCS) – for parents and caregivers The program is supported by 3 days of professional learning led by Associate Professor Jill Aldridge, Curtin University. Schools receive comprehensive reports of all data for	• Up to 20 schools will continue the second year of this CESA/NSI Partnerships project to collect, analyse and reflect on School Climate data and have used that data to plan future school improvement strategies. **Achieved** • Aggregated system-wide report provided to CESA. **Achieved** • Schools will have participated in professional learning focussing on co-construction and student agency. **Achieved**	**Note: these indicators of success apply to Key Direction 3** By 2022 • 10% increased capacity in schools to use data effectively to identify strengths and areas for improvement • 90% of schools will use the system data tool to measure and report improvement • 5% increase in number of reform initiatives formally evaluated **On target to achieve all indicators of success by the end of 2022.**	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	analysis and future planning. An aggregated system report is provided to CESA.			
	The **Living Learning Leading Surveys** (previously referred to as the system-wide tool) commenced development in 2020 in collaboration with Curtin University. In 2021 the 3 surveys will be completed and trialled. In late 2021 all diocesan schools will undertake the Surveys. Results for every school will be uploaded to the system portal – the Balanced Score Card. School and system-wide reports will be produced to enable monitoring of outcomes over time, using measures that cover all aspects of student learning, capabilities, wellbeing, engagement and achievement.	• All schools have a report of their LLL Survey outcomes. **Achieved** • System-wide performance reports generated. **Achieved** •		

2021 Budget expenditure

Project Activities	Reform support funding
KEY DIRECTION ONE Supporting students, student learning and student achievement: **Improved student learning and wellbeing**	
I.D.E.A.S.	$66,000
NCCD and Wellbeing	$155,000
CESA STEM, NAPLAN & Literacy and Numeracy	$260,000
KEY DIRECTION TWO Supporting teaching, school leadership and School Improvement: **Supporting teaching and school leadership**	
CESA/NSI Partnership	$120,000
Aboriginal Education Strategy	$140,000
School leadership & Financial management	$235,000
Entrepreneurial Education strategy	$44,000
KEY DIRECTION THREE Enhancing evidence for improvement: **Effective use of data**	
Using data for classroom & school improvement	$90,000
Living Learning Leading surveys	$200,000
Other	
Administration & Operational costs	$80,000
TOTAL	**$1,390,000**